

INTRODUCTION

The membership of the Blue Ribbon Implementation Working Group (BIWG) provides the following semiannual report of organization and implementation activities. The BIWG was formed by recommendation of the Blue Ribbon Task Force on inclusive community living, transition, and employment of persons with developmental disabilities. Agency heads and organization leaders appointed representatives to assure coordinated implementation of 86 BRTF recommendations to enhance inclusive community living, transition, and employment for individuals with developmental disabilities.

BIWG members have established priorities, formed executive oversight teams and received individual training on using an adopted service improvement and project management model. More importantly, members have demonstrated both intent and desire to collaborate objectively on these important state issues affecting persons with developmental disabilities.

BIWG members appreciate the support shown by the Governor, Legislative Leaders and Members for persons with developmental disabilities.

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VISION

All people have the freedom and responsibility to decide where and how to live, work, and play.

CHARGE

The Governor defines the BIWG charge as aligning resources and eliminating all barriers in the way of:

- Expanding and improving inclusive community living options for individuals with developmental disabilities;
- Coordinating the provision of effective transition services statewide for students with developmental disabilities; and
- Expanding and improving competitive, integrated employment opportunities for individuals with developmental disabilities.

EXECUTIVE SUMMARY

A. OVERVIEW

On April 1, 2004, Governor Jeb Bush issued Executive Order No. 04-62, which established a Blue Ribbon Task Force (BRTF) on Inclusive Community Living, Transition, and Employment of Persons with Developmental Disabilities. On December 15, 2004, the Governor and Florida Legislature were presented with a Final Report, which outlined critical recommendations and issues for improving inclusive community living options, transition outcomes and employment for people with developmental disabilities. The Blue Ribbon Task Force recommended the creation of a Blue Ribbon Implementation Working Group to oversee implementation of 86 recommendations.

On May 20, 2005, Governor Bush urged agency heads and organization leaders to participate or provide designees as members of the Blue Ribbon Implementation Work Group (BIWG) charged with making the vision and mission of the BRTF a reality. The BIWG is comprised of agency heads and organization leaders (Appendix I) from the: *Agency for Persons with Disabilities, Florida Department of Education Interagency Governmental Relations, Florida Department of Education Exceptional Education and Student Services, Agency for Workforce Innovation, Agency for Health Care Administration, Florida Department of Education Vocational Rehabilitation, The Able Trust, Florida Department of Health, Workforce Florida, Florida Commission on Transportation Disadvantaged, Florida Housing Finance Corporation, Florida Developmental Disabilities Council, and Department of Children and Families.*

As of July 15, 2005, the BIWG conducted two meetings on June 8 & June 30 and has accomplished the following:

- The first recommendation of the BRTF is implemented. The BIWG is established and are scheduled to meet monthly.
- The BRTF recommendations are prioritized and aligned by core process.
- A process improvement model for implementing the BRTF report's eighty-six recommendations has been approved.
- BIWG members have been trained in the process improvement model.
- Executive Oversight teams are developed and the BIWG is ready to begin work on implementing priority recommendations.
- A reporting system has been chosen that depicts the implementation steps attained for each recommendation.

B. RESPONSIBILITIES

The BIWG will develop and submit semi-annual reports on the progress of the implementation of the BRTF recommendations to the Governor and the State Legislature. The workgroup shall not only develop strategies to address issues and recommendations in the report, but will also clearly define how success is measured and how agencies will use data to track implementation and continuously improve the system.

The reports will highlight state policy reform and strategies focused on enhancing competitive, integrated employment, community living options and transition services consistent with our principles and values (Appendix I), to include but not be limited to the following areas:

- Governance,
- Infrastructure reforms,
- Accountability,
- Financing, and
- Capacity building.

C. DEFINING SUCCESS

The success of the BIWG will be measured in three levels.

1. Twenty recommendations implemented during year one and twenty five begun for implementation in year two by March 31, 2006.

Ultimate BIWG success is when each individual with developmental disabilities has a life consistent with the BRTF statement of values; policy and principles for inclusive community living; successful transition services and competitive, integrated employment. The foremost measure of BIWG success is how many of the 86 recommendations are implemented.

2. Targeted improvement in indicators developed by the BIWG.

With improvements in inclusive community living, successful transition and meaningful employment for individuals with developmental disabilities, the next level of success should be improvements in indicators such as:

- Yearly progress in learning,
- Drop out rate,
- Graduation rate, and
- Percent or number of Individuals successfully transitioned to:
 - Post secondary education
 - Competitive, integrated employment and/or
 - Vocational training.

3. Successful paradigm shift and cultural change.

When the BRTF recommendations are implemented and the indicators improved, more individuals with developmental disabilities will have the benefits of inclusive community living, transition enhancements, and competitive, integrated employment.

A final measure of success is the fulfillment of a new paradigm for individuals with developmental disabilities including cultural change in our society consistent with the spirit and literal intent of the BRTF values and principles (Appendix I).

IMPLEMENTATION PLANNING PROCESS

Both inter-organizational and intra-organizational coordination is a strong message in the BRTF final report. Many recommendations addressed multiple services and transitions that require collaboration among agencies. Single point of entry and data alignment are two recommendations that require strong agency coordination.

The BRTF was thorough and far-reaching in its evaluation of the current system for people with developmental disabilities. The aim of the BIWG is to implement the 86 recommendations through sustainable change. As a result, a structured process has been adopted by the BIWG to organize, refine, quantify and track progress.

A. Scope

The BIWG is charged with developing implementation:

- *Strategies that address existing programs, policies, rules, and procedures of member agencies outlining changes, modifications, and innovations that are necessary to implement the BRTF recommendations. These strategies will be specific and will include budgetary considerations, assignment of responsibilities, and a timeline with deadlines for carrying out assigned responsibilities.*
- *Strategies for streamlining the governance of programs affecting people with developmental disabilities at the state level. These strategies will enhance cross-agency collaboration and coordination and will establish clear lines of authority.*
- *Strategies to improve accountability of state agencies, local districts, and service providers, including:*
 - Data collection;
 - Budget decision tools (information management, measurement, and reporting systems);
 - Systems for monitoring and tracking performance (i.e. tracking the relationship between the investment in public funds and outcomes);
 - The number of clients served in competitive, integrated employment and community living settings, and the expected outcomes of these services;
 - Systems to analyze information and modify strategies to improve performance; and
 - Personal outcome measures should be refined to be normed on common human aspirations that all people share.

Strategies for improving the capacity of stakeholders - including agency personnel, service providers, people with developmental disabilities and their families - to enhance competitive, integrated employment, transition services, and community living for people with developmental disabilities. Areas of focus may include:

- Training (including cross-training among stakeholder groups),
- Technical assistance, and
- Creation of demonstration projects.

B. Service Improvement Model

Corporations and state agencies have used the DMAIC (define, measure, analyze, improve and control) service improvement methodology to enhance organizational improvements. For example, this methodology was used at Florida Department of Education (FDOE) to improve teacher certification from 187 days to 12 days at a lesser cost.

DMAIC is an important step to organizational improvement. Several agencies, such as FDOE, Department of Health (DOH), Agency for Individuals with Disabilities (APD) and the Department of Children and Families (DCF) are already at various stages of training and implementation of organizational improvement.

The DMAIC model involves the following steps:

- *Define*: Determine the problems to be solved and target improvement gap.
- *Measure*: Determine what contributes most to the problem and to what extent. Select what contributes most to go to next step.
- *Analyze*: Find reasons that cause undesired conditions or low performance;
- *Improve*: Develop and implement countermeasures and action plan to eliminate reasons. Go to next reason if improvement does not close gap.
- *Control*: Document results and standardize solutions.

Measures or key system outcomes for the BIWG include:

- Persons with developmental disabilities in inclusive community living,
- Persons with developmental disabilities who have quality, competitive integrated employment, and
- Persons with developmental disabilities leaving school that have successfully transitioned to quality, competitive integrated employment.

C. Organizing the Recommendations

Many business management theories suggest that any business (or agency) has basic functions that it must assume to be effective and accomplish its mission. These functions have been dubbed *core processes* in much of the literature. Grouping the recommendations by function, or core process, was a useful way of assuring that each recommendation is addressed and duplication minimized (Appendix II). For example, a first level function (core process) of any business or agency is establishing or changing mission, values, policies and standards.

Fourteen BRTF recommendations were preliminarily grouped into a core process; at least 11 agencies and organizations will be affected by these 14 policy recommendations and 128 department level policies may require review and alteration.

D. Implementation Reporting Status

The implementation reporting system will depict the status of each recommendation selected for implementation. Illustrated below is a fictional example “website with information for people with developmental disabilities”. In this example, five important

targets for implementation have been defined and measured, four have been analyzed, three have been improved and none have been controlled.

Executive Oversight Team Top Priorities for the First Year

Core Process: 6. Provide Outreach and General Education **CHAMPION:** TBA-Team Members

Recommendation/ Objective	Priority Project-Result-Action	Status					Comment
		D	M	A	I	C	
6.3 Website for people with developmental disabilities to foster inclusion in School, Work and in the Community	6.3.1	-	-	-			
	6.3.2	-	-	-	-		
	6.3.3	-	-				
	6.3.4	-	-	-	-		
	6.3.5	-	-	-	-		

All members and interested parties will be able to see the status of implementation on the APD <http://apd.myflorida.com> and FDDC <http://fddc.org/home/index1.asp> websites.

YEAR ONE PRIORITY RECOMMENDATIONS

In their final report, the BRTF ranked each recommendation as “most critical”, “essential” or “important”. In addition to the ranking suggested by the BRTF, each member of the BIWG scored each recommendation using three attributes:

- Priority (1. = Lowest and 5. = Highest)
- Assessment of Need (1. = Lowest Need and 5. = Highest Need)
- Ease of Implementation (1. = Hard to implement and 5. = Easy to implement)

The following table has a few of the top first year priorities chosen by the executive oversight teams (Appendix VIII). Second, third year priorities will be selected in August.

BIWG Year One Priorities

<p>Core Process 4: Develop strategy to achieve vision.</p> <p>1. (14) Endorse the APD five-year initiative to enable 25% of people currently in segregated day programs to access and maintain employment as part of the performance measure to achieve employment of 50% of all people receiving day services to attain employment by 2009. <i>Employment Recommendation</i></p> <p>2. (35) Require APD and Florida Workforce Development system to develop strategies together to employ people with developmental disabilities. <i>Employment</i></p>

Recommendation

Core Process 5: Build capacity to meet market needs and seize opportunities (consistent with the mission, values, policies standards and vision).

1. (13) Examine the possibility of allocating a portion of the Federal Workforce system funds including the Workforce Investment Act (WIA) state set aside (\$20 million for FY 03-04) for competitive, integrated employment, including self-employment and training to benefit people with developmental disabilities. *Employment Recommendation*
2. (30) Develop alternative approaches to funding practices and formulas, which would ensure choice for families and funding which follows the student, (e.g., expand use of McKay Scholarships to include community rehabilitation providers and other creative approaches). *Transition Recommendation*
3. (50B) Obtain resources to establish an inclusive community living education and training network available to people with disabilities and their families by blending state agency resources, grant funding, and private banks and corporate contributions. State agencies' participants include representatives from Agency for Individuals with Disabilities, Division of Vocational Rehabilitation, Division of Blind Services, Department of Education (especially community colleges), and the Association for Individuals in Supported Employment (APSE), etc. *Inclusive Community Living Recommendation*
4. (55) Expand transportation opportunities for people with disabilities to gain timely, responsive and affordable rides to workplaces, including evenings and weekends. *Employment Recommendation*

Core Process 6: Provide outreach and general education.

1. (3) Establish a Florida-based website with information that empowers people with developmental disabilities, and their families, to make informed decisions, and increase their full participation and inclusion in home, school, work, and the community. *Overarching Recommendation*
2. (19) Educate and inform all stakeholders regarding available housing resources and options in Florida including: How to blend and braid various options to maximize community living. How to increase the amount of affordable housing funds that are dedicated to assisting people with developmental disabilities. *Inclusive Community Living*
3. (20) Educate local public housing authorities and other housing resources about how to properly serve people with disabilities including information on disability rights laws, such as the Americans with Disabilities Act, disability etiquette, and methods of reasonable accommodation within the housing programs and office practices. *Inclusive Community Living*

Core Process 7: Identify individual customers.

1. (5) Involve families of transition age students, and the communities, in which they live so that opportunities for employment, based on a person's interests and capabilities, can be identified early and the school system can work to help students acquire the skills they need to effectively compete for those jobs. *Transition Recommendation*

2. (66) Direct APD employees to refer individuals on the waiting list who want employment and do not need long-term services to alternative, generic employment resources such as One-Stop Career Centers, Division of Vocational Rehabilitation, etc. *Employment Recommendation*

Core Process 8: Orient customers and receive applications.

1. (4) Develop a process for ensuring that families are informed about the long-term impact of their decisions (e.g. FCAT, diploma options, course selection, and guardianship options) on their child's access to school, post-secondary programs and employment. *Transition Recommendation*

Core Process 9: Determine eligibility and life goals.

1. (23) Develop an individual profile of all people with developmental disabilities receiving and requesting services including information on transition services, employment, housing, and health care; *Overarching Recommendation*

2. (15) Implement procedures to identify employment aspirations of people with developmental disabilities (including employed, unemployed, and underemployed) and develop an implementation plan to reach their goals in a timely manner. *Employment Recommendation*

Core Process 10: Develop IPE / IEP to achieve customer goals. *Developing an "A+ Plan for Transition" that ensures accountability through transition outcomes measures; a statewide assessment system, which measures year to year student progress; and an incentive system, which rewards schools for student's achieving integrated, competitive employment.*

1. (7) A statement of interagency responsibilities that should be, and that are, operative before a student exits school. *Transition Recommendation*

2. (9) An outcome-oriented process that includes, but is not limited to, if and how the student will be involved in post-secondary education, career training, continued career development, integrated employment, supported employment and/or adult education at the point of exit from high school. *Transition Recommendation*

3. (6) Knowledge and understanding by the student and/or his/her legal guardian of what he/she is entitled to under the IDEA and ADA including assistive technology and transportation. *Transition Recommendation*

Core Process 11: Implement IPE/IEP.

- a. Provide services**
- b. Obtain competitive integrated employment**
- c. Integrate with community (ICL)**

1. (65) Ensure that individual employment outcomes are achieved through person-centered, self-directed service approaches. *Employment Recommendation*

Core Process 12: Monitor and follow up on consumer process and status of life goals attainment.

- a. Monitor**
- b. Follow-up**
- c. Provide technical assistance**

1. (62) Ensure through oversight and monitoring that providers are using person-centered, self-determination approaches to achieve individual employment outcomes. *Employment Recommendation*

ROLES & RESPONSIBILITIES OF BIWG MEMBERS

BIWG members will attend monthly meetings that will last half a day for group and team decisions and approvals. Each member brings high-level abilities and skills to the working group and can add knowledge and provide enhancements to the implementation of recommendations. The following outlines the roles and responsibilities performed by BIWG members at each step of the process.

1. Represent agency head or organization CEO.
2. Serve as liaison to agency managers.
3. Attend monthly meetings or send knowledgeable associate.
4. Share knowledge, abilities and skills with BIWG.
5. Champion BIWG with agency.
6. Sponsor Executive Oversight priority recommendations.
7. Monitor and approve agency process team results.
8. Communicate need for additional information to agency.
9. Develop oversight of agency process teams.
10. Report agency results to BIWG.
11. Determine DMAIC completion by Agency Core Process Teams.
12. Assure agency ownership of implementation.
13. Monitor and approve benefits analysis.
14. Review and approve agency information and implementation schedules.
15. Provide input for quarterly, semi-annual and final reports.

BIWG TIMELINES

The timelines for the BIWG are displayed in Appendix III. Additional project planning activities include the following:

- Recommending agency composition of Interagency Core Process Team by July 7, 2005 (Appendix III).
- Targeting an average of at least six recommendations per monthly meeting beginning in July 2005. Give Priorities to ICPT by July 7, 2005 (Appendix III).
- Sponsoring recommendations aligned to the Executive Oversight team by setting priorities, attending or getting weekly updates from the Interagency Core Process Team (ICPT), assisting ICPT overcome barriers to success. Reporting to BIWG monthly on each recommendation and its status (Appendix III).
- Prioritizing second and third year recommendations that need to be assigned in current year by August meeting.

BIWG Activities and Accomplishments

A. Governor Urges Participation in BIWG

The Governor sent a letter urging agency heads and leaders of other identified organizations to either attend or to appoint a representative to attend and become a member of the BIWG. The letter was sent on May 20, 2005 and the membership roster was completed on June 6, 2005 (Appendix IV).

B. Contracted with BIWG Coordinator

The Florida Developmental Disabilities Council provided funding for the coordination and facilitation of the implementation of the BRTF recommendations. Larry Wood, Ph.D., was selected and contracted for one year to serve as coordinator (Appendix V).

C. First Meeting

The BIWG is scheduled to meet monthly rather than quarterly. The first meeting of the 2005-06 Blue Ribbon Task Force Implementation Working Group was held on June 8, 2005 (Appendix VI). The coordinator and consultant introduced the model to be used for implementation and project management and how recommendations fit into the model. Homework was assigned to members.

D. Priorities & Teams Selected

The BRTF recommendations have been scored based on three criteria and priorities have been selected for year one. The recommendations have been organized and aligned by core process (Appendix II).

Executive oversight teams have been formed. Next will be the development and involvement of agency core process teams by the BIWG members within their

organizations to provide information and implement the recommendations. The number of teams and the quantity of members will vary with each agency; e.g. APD and FDOE will have many more teams than most organizations.

E. BIWG Member Training

Each BIWG member has been trained in DMAIC service improvement model. The coordinator and/or the consultant met with BIWG members individually and in small groups to assure proficiency with the improvement tools that will be used to develop strategies to implement all recommendations.

These trainings have helped bring members out of their education, healthcare, workforce, housing, transportation and finance worlds into a common world of managing organization improvement for service agencies and the world of approaching attainment of goals using accepted business concepts and practices.

F. Implementation Reporting System

Beginning in July 2005, the BIWG will begin implementation of an average of six recommendations per month. A reporting system that depicts the implementation steps attained on each recommendation has been adopted.

G. Second Meeting

Prioritizing recommendations was one of the main objectives of the first meeting and the homework. During the second meeting (Appendix VII), members were divided into two groups to case study several recommendations. Members were able to get started and apply what they learned in the first meeting and individualized training sessions. The main objective of the second meeting was to form teams, select recommendations and begin oversight and executive sponsorship of the Interagency Core Process Teams (ICPT). Assigning recommendations to the ICPT and recommending agency representation in seven days was the homework for this meeting.

Appendices

Appendix I

FLORIDA'S BLUE RIBBON IMPLEMENTATION WORKING GROUP ON INCLUSIVE COMMUNITY LIVING, TRANSITION, & EMPLOYMENT OF PERSONS WITH DEVELOPMENTAL DISABILITIES

STATEMENT OF VALUES POLICY AND PRINCIPLES

The State of Florida shall design, implement, and evaluate systems, programs, projects, and activities in accordance with the principles and policies described below. These principles and policies are consistent with Federal law, including the Americans with Disabilities Act and the Developmental Disabilities Assistance, Individuals with Disabilities Education Act, No Child Left Behind, Rehabilitation Act of 1973, and Bill of Rights Act.

1. Disability is a natural part of the human experience that does not diminish the right of people with developmental disabilities to live independently, to work in competitive, integrated settings, to exert control and choice over their own lives, and to fully participate in and contribute to their communities through full integration and inclusion in the economic, political, social, recreational, cultural, and educational mainstream of society.
2. The outcomes of the State of Florida shall include providing people with developmental disabilities with equality of opportunity and the information, skills, and support to:
 - Make informed choices and decisions about their lives;
 - Live in homes and communities in which such people can exercise their full rights and responsibilities as citizens;
 - Pursue meaningful and productive lives, including employment in integrated, competitive settings;
 - Contribute to their families, communities, the state, and the nation;
 - Enjoy interdependent friendships and relationships with other persons;

- Receive supports and services that are based on personally determined goals, outcomes, and choice of providers;
 - Live free of abuse, neglect, financial and sexual exploitation, and violations of their legal and human rights; and
 - Achieve full integration and inclusion in society, in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of each individual.
3. The State of Florida shall recognize in its policy framework that people with developmental disabilities, including those with the most significant disabilities, are capable of self-determination, independence, employment in competitive, integrated settings, community service and volunteerism, and integration and inclusion in all facets of community life, but often require the provision of community services, individualized supports, and other forms of assistance to achieve this capability.
 4. People with developmental disabilities and their families have competencies, capabilities, and personal goals that shall be recognized, supported, and encouraged. Assistance shall be provided in an individualized manner, consistent with their unique strengths, resources, priorities, concerns, abilities, and capabilities.
 5. People with developmental disabilities and/or their families are actively involved and serve as the primary decision makers regarding the services and supports they receive, including informed choices about inclusive community living. In addition they shall participate in making decisions about policies and programs that affect the lives of people with developmental disabilities and their families.
 6. Services, supports, and other assistance shall be provided in a manner that demonstrates respect for individual dignity, personal preferences, and cultural differences.
 7. Specific efforts shall be made to ensure that people with developmental disabilities from religious and racial and ethnic minority backgrounds and their families enjoy increased and meaningful opportunities to access and use community services, individualized supports, and other forms of assistance available to other people with developmental disabilities and their families provided in a culturally competent fashion.
 8. Efforts undertaken to maintain or expand community-based living options for people with developmental disabilities shall be effectively and efficiently monitored in order to determine and report, to all stakeholders, the outcomes including the extent of access and availability for people with developmental disabilities. Providers of community living supports will be effectively and efficiently monitored to ensure compliance with quality assurance standards.
 9. All providers of community-based supports and services shall provide quality outcomes for the people served and stakeholders. The collection, sharing and analysis of information on the provider's performance to meet the needs of the

people served and the implementation of collective action to improve services are essential to an effective quality management system. Onsite performance reviews will be conducted on a regular basis.

10. All providers of community-based supports and services shall deliver services in a manner that promotes universal access for all persons. The provider of supports and services will address the removal of all identified barriers that include architectural, environmental, communication, attitudinal, employment, transportation and all other barriers identified by the persons served.

11. Federal, state and local agencies and programs must work collaboratively to identify and align resources and eliminate all barriers that stand in the way of:

- Expanding and improving inclusive community living options for people with developmental disabilities;
- Coordinating the provision of transition services statewide for students with developmental disabilities as they prepare to leave school and access post-school outcomes, including employment, post-secondary education, vocational training, programs, and inclusive, meaningful adult community services;
- Expanding and improving competitive, integrated employment opportunities for people with developmental disabilities; and
- Expanding and facilitating market and private sector solutions and inclusive options for the workforce.

Appendix II

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

1. Establish mission, values, policies and standards.

(21) State agencies must enable and empower people with developmental disabilities to:

- a. Pursue economic self-sufficiency, as well as meaningful and productive lives, particularly work in competitive, integrated settings;
- b. Live in inclusive environments in the community;
- c. Receive services and supports that are:

Consumer-driven and directed, with strong involvement of family and others, when requested by the person with a disability,

Based on individual needs, informed choice, and personally determined goals, outcomes, and choice of providers, and

Consistent with each person's unique strengths, resources, priorities, concerns, abilities, and capabilities; and

- d. Live free of abuse, neglect, financial and sexual exploitation, as well as violations of human, legal, and civil rights.

(22) State agencies must work collaboratively to identify and align policies, practices, and resources that:

- a. Facilitate the provision of comprehensive, person-centered services and supports, and
- b. Eliminate barriers that impede inclusive community living options, competitive, integrated employment, and smooth transition among and between programs and systems.

(31) Revise special diploma competencies and course requirements making all graduation options meaningful which, for example, include:

Employment-related competencies and experiences, and
Futures financial planning coursework.

(32) Make necessary statutory, regulatory and/or policy changes at the state level to ensure that assistive technology follows the student (e.g., from school to home, school to school and school to post-school).

(39) Amend Chapter 393, F.S., to make employment the primary service objective for people with disabilities. If people of working age do not have an employment goal on their support plan, other day services can only be received by exception or prior approval process.

(54) Eliminate state-imposed work disincentives. An example includes people with disabilities not being declared a "minority" for minority business purchase priority.

(79) Establish standards for person-centered planning that will be implemented by employment providers.

(88) Develop a quality improvement strategy based on performance outcomes.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

1. Establish mission, values, policies and standards.

(83) Adopt and implement a uniform set of quality indicators for employment outcomes that are consistent with leading-edge policy and practice nationwide.

(51) Require all state agencies providing services to people with disabilities to adopt regulations and policies that encompass self-determination principles, as well as a plan to add training and technical assistance for provider personnel.

(52) Assess the feasibility of expanding the requirement of statewide universal design codes to all state/federally-funded multi-family (3 units or less) and single-family housing for people with developmental disabilities.

(53) Establish interagency agreements to assure full implementation of recommendations in community living with clear goals, targets and performance measures for each agency.

(49) Consider incorporating 2003 Legislative proviso language in Chapter 393, F.S., directing the AHCA in collaboration with the APD to expand the consumer-directed option to all Individuals who are currently enrolled in the Developmental Services' Home and Community-Based Services Waiver and the Family and Supported Living Waiver.

(40) Seek federal approval to expand the Florida Freedom Initiative that is currently approved on a pilot basis statewide for 1,500 people with developmental disabilities to all Individuals enrolled on any waiver programs, if the pilot proves successful.

2. Identify market needs and opportunities.

3. Establish vision.

4. Develop strategy to achieve vision.

(57) Encourage agency heads to incorporate BRTF recommendations into each agency's long-range program plan.

(35) Require APD and Florida Workforce Development system to develop strategies together to employ people with developmental disabilities.

(14) Endorse the APD five-year initiative to enable 25% of people currently in segregated day programs to access and maintain employment as part of the performance measure to achieve employment of 50% of all people receiving day services to attain employment by 2009.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

5. Build capacity to meet market needs and seize opportunities (consistent with the mission, values, policies standards and vision).

(58) Develop practical solutions to barriers in the creation and support of individual development accounts and self-directed accounts that allow the braiding of funds and embrace asset-building goals such as:

Participating in the FDDC asset-building summit,

Clarifying conflicting interpretations of current regulations,

Recommending new policies or regulatory language, and

Requesting federal waiver and/or interpretation of proposed policy or practice changes.

(59) Aggressively involve financial institutions and other private sector stakeholders to develop strategies to invest financial resources in IDAs.

(30) Develop alternative approaches to funding practices and formulas, which would ensure choice for families and funding which follows the student, (e.g., expand use of McKay Scholarships to include community rehabilitation providers and other creative approaches).

(73) Develop new and enhance existing instructional programs which support professional and industry standards and create opportunities for youth to demonstrate self-determination, social interaction, and skills necessary to achieve and maintain physical and emotional health.

(74) Develop a system for qualifying new and existing personnel responsible for providing employment-related services and supports, including on-the-job training, supported employment and other approaches.

(33) Create strategies for teachers to become educated and/or certified in "transition."

(60) Develop a system for ensuring that students and their families and educators are informed about the acquisition, utilization and ongoing upgrades of assistive technology.

(13) Examine the possibility of allocating a portion of the Federal Workforce system funds including the Workforce Investment Act (WIA) state set aside (\$20 million for FY 03-04) for competitive, integrated employment, including self-employment and training to benefit people with developmental disabilities.

(75) Expand the Florida Freedom Initiative, contingent on demonstration of effectiveness to promote employment and home ownership for people with developmental disabilities.

(76) Consider options as part of Florida's Medicaid modernization that significantly reduce or eliminate disincentives associated with income from employment and other asset-building activities, which may affect eligibility for Medicaid.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

5. Build capacity to meet market needs and seize opportunities (consistent with the mission, values, policies standards and vision).

- (77) Create asset development strategies (individual development accounts).
- (84) Expand employment options by simplifying the procurement process and vendor qualifications.
- (55) Expand transportation opportunities for people to gain timely, responsive and affordable rides to workplaces, including evenings and weekends.
- (36) Create strategies to assist providers in the conversion / transition from segregated services to community employment.
- (82) Establish on-going funding for training and certification of providers in the employment field. Develop and implement a competency-based curriculum for certification and on-going training of employment personnel.
- (37) Recruit providers who demonstrate BRTF values and principles to meet the demands of people seeking competitive employment.
- (78) Consider implementing the “Interim Report on Best Practices for the Employment of People with Disabilities in State Government, October 29, 2004.” As a result state agencies can serve as model employers to the business community for the hiring of people with disabilities.
- (85) Create tax credits that encourage the hiring of people with disabilities and assist in real costs that may be necessary for employing some people with disabilities.
- (63) Expand the Florida Developmental Disabilities Council’s Business Leadership Network (BLN) initiative to a statewide project including the involvement of the Able Trust as a funding partner.
- (86) Provide preferences in the state procurement process to businesses that employ people with disabilities, especially people with significant disabilities.
- (56) Increase and maximize funding to expand the number of people who can receive services under the Developmental Services Home and Community-Based Services Waiver, Consumer Directed Care Plus Waiver, and/or the Family and Supported Living Waiver.
- (50B) Obtain resources to establish an inclusive community living education and training network available to people with disabilities and their families by blending state agency resources, grant funding, and private banks and corporate contributions. State agencies’ participants include representatives from Agency for Individuals with Disabilities, Vocational Rehabilitation, Division of Blind Services, Department of Education (especially community colleges), and the Association for Individuals in Supported Employment (APSE), etc.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

5. Build capacity to meet market needs and seize opportunities (consistent with the mission, values, policies standards and vision).

(42) Work with the Florida Housing Finance Corporation (FHFC) to amend its housing development applications in a manner that will optimize resources dedicated to providing affordable and accessible community-based housing for people with developmental disabilities.

(17) Encourage local Public Housing Authority's (PHAs), to:

a) Include in their local plans a percentage of Section 8 vouchers for people with developmental disabilities,

b) Continue to fund those vouchers currently used for people with developmental disabilities in the future, and

c) To include in their plans the option of Section 8 for homeownership.

(18) Create new housing non-profits or establish partnerships with existing nonprofit housing organizations so that at least one non-profit organization exists in each county that provides affordable housing options for Individuals with developmental disabilities.

(69) Create a Governor's initiative to establish public/private partnerships (grocery companies, medical groups/sites, Business Leadership Networks, private foundations) that will enhance employment, transportation, housing and other support systems needed by people with developmental disabilities to live in their community.

(43/44) Expand school systems' life skill curriculum and transition planning to include all housing options, housing market options, and financial planning for each of those options.

(70) Support the Agency for Persons with Disabilities quality management grant from the Centers for Medicare and Medicaid Services, entitled "Consumer Approach to Quality Management."

(48) Identify potential resources to provide technical assistance to other providers specifically to assist in transitioning from adult day training to employment services and from group living arrangements to supported living models.

(47) Establish public/private partnerships, including universities, community colleges, and vocational/technical schools, to expand the availability of training resources to all providers in order to promote best practices and quality outcomes, including but not limited to competency-based curriculums.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

6. Provide outreach and general education.

(3) Establish a Florida-based website with information that empowers people with developmental disabilities, and their families, to make informed decisions, and increase their full participation and inclusion in home, school, work, and the community.

(61) Provide user-friendly, accessible information to people with disabilities and their families regarding employment, self-employment and the creation of personal wealth.

(67) Develop a system for ensuring people with developmental disabilities; their families and providers are informed about the acquisition, utilization and ongoing upgrades of assistive technology.

(68) Educate self-advocates about the existing networks of advocacy organizations such as the Family Care Councils, Southern Movement for Independence, and Statewide Advocacy Council to increase the role of these organizations in systems' change.

(50A) Establish a statewide inclusive community living education and resource program through a university or other educational institution. This resource would provide ongoing education, training and assistance for people with disabilities and their families about community living opportunities (including such topics as asset-building, self-determination, employment, housing options, social security benefits, work incentives, etc); and

(81) Support the Florida Developmental Disabilities Council's statewide inclusion alliance and public awareness campaign.

(19) Educate and inform all stakeholders regarding available housing resources and options in Florida including:

How to blend and braid various options to maximize community living.

How to increase the amount of affordable housing funds that are dedicated to assisting people with developmental disabilities.

(20) Educate local public housing authorities and other housing resources about how to properly serve people with disabilities including information on disability rights laws, such as the Americans with Disabilities Act, disability etiquette, and methods of reasonable accommodation within the housing programs and office practices.

(45/46) Expand the existing role of community colleges and other inclusive educational institutions to provide outreach to and lifelong educational opportunities for people with developmental disabilities.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

7. Identify individual customers.

(71) Implement a simple, streamlined, web-based application for eligibility and for referral to all possible services and programs in Florida.

(29) Implement a method to provide appropriate, individualized employment training and services (including transportation services) beginning at an early age (middle school) as a method to develop and refine employability and technical skills ultimately resulting in integrated, competitive work for students.

(5) Involve families of transition age students, and the communities, in which they live so that opportunities for employment, based on a person's interests and capabilities, can be identified early and the school system can work to help students acquire the skills they need to effectively compete for those jobs.

(66) Direct APD employees to refer individuals on the waiting list who want employment and do not need long-term services to alternative, generic employment resources such as One-Stop Career Centers, Vocational Rehabilitation, etc.

8. Orient customers and receive applications.

(4) Develop a process for ensuring that families are informed about the long-term impact of their decisions (e.g. FCAT, diploma options, course selection, and guardianship options) on their child's access to school, post-secondary programs and employment.

9. Determine eligibility and life goals.

(23) An individual profile of all people with developmental disabilities receiving and requesting services including information on transition services, employment, housing, and health care; and,

(15) Implement procedures to identify employment aspirations of people with developmental disabilities (including employed, unemployed, and underemployed) and develop an implementation plan to reach their goals in a timely manner.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

10. Develop IPE / IEP to achieve customer goals.

- (24) Person-specific information used to monitor outcomes and drive quality improvement for people with developmental disabilities.
- (34) A coordinated set of school to post-school transition services, activities and outcomes as envisioned in the Partners in Transition Florida Strategic Plan.
- (6) Knowledge and understanding by the student and/or his/her legal guardian of what he/she is entitled to under the IDEA and ADA including assistive technology and transportation.
- (7) A statement of interagency responsibilities that should be, and that are, operative before a student exits school.
- (8) Services provided by non-educational agencies.
- (9) An outcome-oriented process that includes, but is not limited to, if and how the student will be involved in post-secondary education, career training, continued career development, integrated employment, supported employment and/or adult education at the point of exit from high school.
- (10) Individualized and meaningful vocational evaluations having been conducted.
- (11) Meaningful experiences leading to post-school community participation and the realization of individualized employment, independent living and other post school objectives.
- (12) Acquisition and utilization of transportation options.
- (16) Develop and implement individual transition plans for people in segregated settings based upon their employment aspirations.
- (41) Require peer support and circle of support opportunities for each person with developmental disabilities to be included in support plans and individual education plans to facilitate ongoing and meaningful relationships, natural supports and community membership.

11. Implement IPE/IEP.

- a. Provide services**
- b. Obtain quality employment**
- c. Integrate with community (ICL)**

- (65) Ensure that individual employment outcomes are achieved through person-centered, self-directed service approaches.

12. Monitor follow up on consumer process and status of life goals attainment.

- a. Monitor**
- b. Follow-up**
- c. Provide technical assistance**

- (62) Ensure through oversight and monitoring that providers are using person-centered, self-determination approaches to achieve individual employment

13. Customer achieve life goals (determine status of case)

14. Provide necessary subsequent services.

15. Determine customer satisfaction.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

16. Determine system effectiveness and report results.

(2) Request the Agency/Department heads of the Florida Developmental Disabilities Council BIWG report the progress of implementation of recommendations in this report every six months to the Governor and annually to the Legislature with the first report due July 15, 2005.

(72) An evaluation of services received in terms of accessibility and appropriateness, as well as efficiency and cost-effectiveness;

(25) Transition outcome measures, which incorporate the research-based Transition Guideposts for Success articulated in the Partners in Transition Florida Strategic Plan.

(26) A statewide assessment system which measures year-to-year progress, that is, whether every student is learning; and their progress is included in school grades.

(27) An incentive system, which rewards schools for students achieving integrated, competitive employment.

(28) Existing Florida Department of Education (DOE) data collection system (warehouse) is enhanced so that performance information, relative to the transition system, can be provided to each process and partner in order for all aspects of the system to be improved.

(38) Establish cross-agency performance management and quality improvement strategies that define accountability.

(87) Integrate data systems across agencies.

(64) Include the achievement of employment goals/outcomes in the performance evaluation of agency heads.

(80) Require annual reports and presentations to the Governor and legislators regarding employment outcomes for people with disabilities.

BRTF Recommendations / Core Process Alignment Detail

Final Report Recommendations by Core Process

Administrative Oversight Recommendations

(1) Designate the Florida Developmental Disabilities Council (FDDC) to establish, facilitate, and coordinate a BRTF Implementation Working Group (BIWG), which will include participation from agency heads or their designated senior staff who can make policy and/or budget decisions and recommendations and their staff needed to support planning and implementation. This working group should include, but not be limited to, the Department of Education (DOE), Agency for Persons with Disabilities (APD), Department of Education Vocational Rehabilitation (DOE-VR), Agency for Healthcare Administration (AHCA), Department of Health - Children's Medical Services (DOH-CMS), Department of Children and Families (DCF), Workforce Florida, Florida Commission for the Transportation Disadvantaged, and the Florida Housing Finance Corporation. The BIWG should meet at least quarterly to oversee, direct and coordinate the implementation of the BRTF recommendations.

Appendix III – BIWG Implementation Timeline

Completed

No.	Description	Schedule (Fiscal Year / Quarter)											
		2005				2006				2007			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Define and agree upon system outcome measures.												
2.	Implement process management as a framework and methodology.												
3.	Assign process owners.												
4.	Adopt DMAIC project management methodology.												
5.	Organize all (86) BRTF recommendations by process.												
6.	Implement reporting system to document BIWG and project team activities.												
7.	Assign Executive Oversight team leaders and Resource Members.												
8.	Prioritize the 86 BRTF recommendations using DMAIC criteria.												
9.	Executive Sponsor hold first meeting by July 7, 2005												
10.	Executive Oversight team select recommendations to be implemented by the end of year #1 by July, 2005												
11.	Executive Oversight Team recommend agency representation on Interagency core process teams by July 7, 2005 and get weekly updates												
12.	Executive Sponsor attends first meeting of interagency core process team.												
13.	Executive Sponsor report monthly to BIWG on progress of core process teams												
14.	Prioritize second and third year recommendation by August meeting 2005												
15.	Provide technical assistance including the facilitating of the project management process and the coaching / training of team members as required. (ongoing)												
16.	Develop implementation plans for all projects (includes legislative, budget, and/or policy changes).												
17.	Develop reports for the Governor and the legislature (Bi-annual).												
18.	Develop and distribute reports.												

Appendix IV Members and Participants

Role	Name	Organization
Member	Jay Barber	Workforce Florida, Inc.
Member	Nila Benito	Florida Developmental Disabilities Council
Member	Shelly Brantley	Agency for Persons with Disabilities
Member	Guenevere Crum	Able Trust
Member	Susan Dickerson	Department of Children and Families
Member	Barbara K. Griffin	Agency for Workforce Innovation
Member	John Irvine	Florida Commission on Transportation Disadvantaged
Member	Janice Kane	Department of Health
Member	Beth Kidder	Agency for Health Care Administration
Member	Bambi Lockman	Florida Bureau of Exceptional Student Education and Student Services
Member	Nancy Muller	Florida Housing Finance Corporation
Member	Bill Palmer	Florida Department of Education Vocational Rehabilitation
Member	Alex Penn Williams, Ed.D	Florida Department of Education Interagency Programs
Participant	Denise Arnold	Agency for Persons with Disabilities
Participant	Anne Cahn	Agency for Workforce Innovation, Office of Early Learning
Participant	Peter de Haan	Agency for Workforce Innovation
Participant	Debra Dowds	Florida Developmental Disabilities Council
Participant	James Finch	Agency for Workforce Innovation, Office of the Director
Participant	Pam Hinterlong	Florida Department of Education Vocational Rehabilitation
Participant	Karen Huber	Agency for Healthcare Administration

Participant	Tom Imholt	Agency for Workforce Innovation, Office of Early Learning
Participant	Dehryl McCall	Agency for Workforce Innovation, One Stop Program Support,
Participant	Mac McCoy	Agency for Persons with Disabilities
Participant	Judy Meyer	Agency for Workforce Innovation
Participant	Erica Mott	Agency for Workforce Innovation, One Stop program support / PGT
Participant	Christina Murphy	Agency for Workforce Innovation, Office of Communications
Participant	Michele Polland	Florida Department of Education Exceptional Student Education and Student Services
Participant	Susan Redmon	Department of Health
Participant	Anita Richardson	Agency for Workforce Innovation, Office of the Director
Participant	Pam Schenker	Agency for Workforce Innovation, Labor Market Statistics
Participant	Susan Simpler	Agency for Workforce Innovation, Workforce Program Support
Participant	Duane Whitfield	Agency for Workforce Innovation, One Stop Program Support, Perf, Rep, Analysis
Participant	Freyia Harris	Florida Housing Finance Corporation
Consultant	Bob Seemer	Electronic Training Solutions, Inc.
Coordinator	Larry D. Wood, Ph.D	Wood and Associates, Inc.

Appendix V

COORDINATOR AND SUPPORT STAFF

Coordinator:

Larry D. Wood, Ph.D.
Larry D. Wood & Associates, Inc.
(850) 385-0089

Consultant:

Robert H. Seemer
Executive Director
Electronic Training Solutions, Inc.
(321) 636-2212

Appendix VI

BRTF Implementation Working Group (BIWG) First Meeting Agenda June 8, 2005

Recap of Blue Ribbon Task Force Recommendations

Values and Principles

Introduction: Two Reasons you were Chosen to be a Member and One False Reason

Begin Now to Picture, Describe, Feel and/or Write What Success Looks Like!

- Recommendations implemented (86)
- Improvement in Measures- Gaps Closed
- Systemic Solutions Affect System Outcome Measures

Why use Model for project management?

- Describe Core Processes
- Describe DMAIC-Define, Measure, Analyze, Improve, Control
- Reporting on Website-Example

Homework

- Read Final Report-Electronic
- Read Material – Emails with Attachments and instructions
- Rank Importance of Recommendation (1-5) 5=highest importance
- Rank Ease of Implementation (1-5) 5= easy to implement
- Preference for membership in Core Process Teams
1=highest preference 9= lowest
- Contact List

Next Meetings-Two Quick Meetings to Organize Teams

- Individual Meeting
- Group Meeting

Appendix VII

Blue Ribbon Implementation Working Group Meeting June 30, 2005

Agenda

- I. Welcome
- II. Introductions
- III. BIWG Charge & Principles
- IV. Member Roles & Responsibilities and Interagency
Core Process Teams
- V. Priority Results
- VI. To Do List
- VII. Draft Report Review
- BREAK 15 minutes***
- VIII. DMAIC Practice
- IX. DMAIC Practice Results
- X. Next Steps

Appendix VIII

BIWG Executive Oversight Teams

Team Number	Team Responsibilities	Corresponding BRTF Recommendations	*Executive Sponsor Resource Members
1	Establish mission, values, policies, outcomes, performance measures and standards	21,22,31,32,39,54,79,88,83,51,52,53,49,40	*Shelly Brantley All BIWG members
2	Identify statewide needs and opportunities	Included in narrative of final report rather than in specific recommendations.	*Susan Dickerson Bill Palmer Janice Kane John Irvine
3	Establish vision	Included in BRTF Final Report (completed)	*Nila Benito
4	Develop strategy to achieve vision	57,35,14	*Bill Palmer Nila Benito Shelly Brantley Jay Barber
5	Manage (build, align, utilize) capacity to meet market needs	58,59,30,73,74,33,60,13,75,76,77,84,55,36,82,37,78,85,63,86,56,50B,42,17,18,69,43/44,70,48,47	*Nila Benito Barbara K. Griffin Beth Kidder Nancy Muller Gwenevere Crum
6	Provide outreach and general education for all stakeholders	3,61,67,68,50A, 81,19,20,45/46	*Janice Kane Susan Dickerson Denise Arnold
7	Identify individual customers	71,29,5,66	*John Irvine Bambi Lockman Karen Huber
8	Orient customers and receive applications	4	*Gwenevere Crum Alex Penn Williams Karen Huber Jay Barber
9	Determine eligibility and self-determined life goals	23,15	*Beth Kidder Gwenevere Crum Peter de Haan
10	Develop IPE/IEP and individual support plan (ISP) to achieve customer goals	24,34,6,7,8,9,10,11,12,16,41	*Alex Penn Williams Judy Meyer Michele Polland Susan Redmon
11	Implement IPE/IEP and ISP a. Provide holistic and coordinated services b. Obtain quality employment ie. Integrate with community (ICL)	65	*Bambi Lockman Nila Benito Susan Redmon Barbara K. Griffin
12	Monitor: follow up on consumer process and status of life goals a. Monitor b. Provide technical assistance	62	*Barbara Griffin members TBA
16	Determine system effectiveness and report results	2,72,25,26,27,28,38,87,64,80	TBA